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ABSTRACT

This report is one in a continuing series of progress reports on the effort to increase the general level of emotional competency in the state of Rhode Island. This initiative, involving several departments of state government and other agencies comprising the Rhode Island Emotional Competency Partnership, is being targeted at various segments of the population. This report specifically focuses on school-age children and the teaching of emotional competency as an integral part of the educational experience. The five major competencies of emotional intelligence are identified in the report as self-awareness, emotional self-regulation, self-monitoring and performance, empathy and perspective taking, and social skills in handling relationships. A call to action was issued by one of the leaders in this field, Mark Greenberg, in presentations he made in Rhode Island in 1997 in response to an invitation from the Emotional Competency Partnership. One of his speeches constitutes a major part of this progress report. In his speech, Dr. Greenberg highlights the disturbing percentage of children at risk for engaging in damaging behaviors. He offers a persuasive rationale for the importance of teaching competency skills to all children, and demonstrates the why and how of social and emotional competency training in the educational system. (GCP)

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UPDATE ON EMOTIONAL COMPETENCY

HELPING TO PREPARE OUR YOUTH TO BECOME EFFECTIVE ADULTS

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FOREWORD

This is one in a continuing series of progress reports on the effort to increase the general level of emotional competency in the state of Rhode Island. This initiative, involving several departments of state government and other agencies comprising the Rhode Island Emotional Competency Partnership, is being targeted at various segments of the population. The present report specifically focuses on school-age children and the teaching of emotional competency as an integral part of the educational experience. A call to action was issued by one of the leaders in this field, Mark Greenberg, Ph.D., in presentations he made in Rhode Island on November 12 and 13, 1997, in response to an invitation from the Emotional Competency Partnership. His speech on November 12, 1997 constitutes a major part of this progress report. It is anticipated that this workshop will further galvanize the forces already at work pursuing the effort to raise the level of emotional competency of Rhode Islanders, so that we can serve as a model of effective social and emotional skills existing on a state-wide basis.

MESSAGE FROM THE DIRECTOR

Since the presentation on emotional competency in May, 1996 by Dr. Daniel Goleman, author of the best-selling book Emotional Intelligence, a collaborative effort has begun between several major state Departments in order to pursue the goal of enhancing emotional competency among Rhode Islanders. Responding to the question posed by Daniel Goleman: "What would it look like if a state like Rhode Island had an emotionally intelligent citizenry?" the Departments of Mental Health, Retardation and Hospitals (MHRH), The Department of Health (DOH), the Department of Human Services (DHS), the Department of Elementary and Secondary Education (DELSEC), and the Department of Children, Youth and Families (DCYF) jointly stated that "...emotional competence is a public health concern... ." and have identified raising the level of emotional intelligence as an important matter of public policy.

In his book *Emotional Intelligence*, Goleman expressed concern that we are leaving the emotional education of our children to chance. Because we can no longer count on the tightly-bonded, two-parent, child-centered family (with support from a nearby extended family, a cohesive, stable neighborhood, formalized religion, etc.) to effectively transmit the values, mores, and skills necessary for a civilized, harmonious society, it becomes crucially important that our schools, in conjunction with communities and families, teach these competencies. Goleman noted that the present generation seems more emotionally and behaviorally troubled than has been the case in the past, and stated that "if there is a remedy...it must lie in how we prepare our young for life."

Clearly, the time is right to move ahead on our initiative to raise the emotional competence of Rhode Islanders. Evidence of deficiencies in emotional competence, not only in Rhode Island, but on a nationwide level, are clearly visible on a daily basis. We are well aware of a number of behavioral problems that are manifestations, at least in part, of deficient social and emotional skills, such as substance abuse, unwanted teen pregnancies, delinquency, and school violence. We also know that marriage failure rates are around a staggering 50%; certainly the emotional competencies (or lack thereof) involving, for example, emotional self-regulation, empathy, and social skill have some role in these trends. Most of us have witnessed or experienced examples of the increasing level of rudeness in various interactions with others, and so-called "road

The signs are compelling that our society is struggling with some significant problems, and that we need to re-think our usual approach to managing these major challenges. It is not enough to rely on reactive, piecemeal treatment approaches and/or the criminal justice system. Rather, comprehensive proactive and preventive approaches must be taken, such as including the acquisition of emotional competency skills as a basic, fundamental part of the social/educational process.

rage" has received much publicity in the past couple of years. Schools, where occasional fistfights in the school yard once constituted the most serious misbehavior, now are increasing their numbers of metal detectors and other security measures to guard against deadly weapons. Here in Rhode Island the recently released Youth Risk Behavior Survey reported that nearly 25% of Rhode Island students in grades 9 through 12 acknowledged seriously considering suicide, with 10% actually attempting suicide, in the twelve months previous to this 1997 survey. These findings are very disturbing. These problems (rudeness, road rage, violent schools, suicide) are further examples that point to skill deficits in such areas of emotional competency as poor ability to handle stress, frustration, anger, loneliness, impulses, peer pressure, disagreements, feeling disrespected or threatened. Aristotle wrote in *Nicomachean Ethics:* "Anyone can become angry--that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way--this is not easy."

The cost of not dealing in a comprehensive manner with the problems caused or exacerbated by a lack of emotionally competent skills is incalculable. Consider the large number of treatment and intervention approaches designed to deal with such problems as substance abuse, unsafe sex, delinquency, etc.. Factor in the cost of involvement in the legal and criminal justice system. Add to this the disrupted lives and relationships, lost or reduced earnings, in some cases lost lives, and for many Americans, a diminution in the general quality of life.

There may, in fact, still be a majority of families doing a good job of transmitting valued societal mores and competencies. But a very sizeable and seemingly growing minority of families are clearly not doing an adequate job.... On a pragmatic basis, it has fallen to the schools to broaden the concept of education to include the social and emotional competencies as well as the academic.

The signs are compelling that our society is struggling with some significant problems, and that we need to re-think our usual approach to managing these major challenges. It is not enough to rely on reactive, piecemeal treatment approaches and/or the criminal justice system. Rather, comprehensive proactive and preventive approaches must be taken, such as including the acquisition of emotional competency skills as a basic, fundamental part of the social/educational process. For too long, we have accepted the teaching of content; what is vitally needed is the teaching of skills. Children today face demands that are unprecedented in previous generations. The explosion of technology, the "information age," the electronic and mass media assault have all contributed to make the ever-more crowded world increasingly more fast-paced, demanding, competitive, and stressful. At the same time, the supports that have traditionally guided children have dramatically eroded in just the past couple of decades. Ever increasing numbers of children are growing up in single-parent families, or in families where both parents are employed. Children spend proportionately much more time being tutored by television, music, movies, peers, computer games, and now, the Internet (for better and for worse), and less time being guided by their busy, harried parent or parents. With the diminished impact of parents as well as the extended family, religion, etc., there is little to counteract the daily bombardment of attention-grabbing stimuli that children receive from the mass media. The violent and strong-armed protagonists that are prevalent

in youth-oriented movies, television, and certain musical genres, glorify aggression and often portray minimal respect for, and even abuse of, others. Where is a consistent antidote to this? Oftentimes, parents are too busy and/or stressed to even notice what is occupying their children's attention, or, parents may actually look to the electronic media to serve a babysitting function. Other parents seem not to understand the causal connection between unfettered exposure to these stimuli and later behavior, attitudes, and values. With less parental involvement compared to the past and countless, myriad stimuli that model, and thereby encourage youth to behave in dramatic (e.g., provocative, aggressive) ways rather than considering more thoughtful responses, children are growing up without sufficient levels of competency in such areas as self-control, stress management, problem solving, conflict resolution, and respect and appreciation for others. Social and emotional competency programs serve as recognition that we cannot rely solely on the family to provide these skills. There may, in fact, still be a majority of families doing a good job of transmitting valued societal mores and competencies. But a very sizeable and seemingly growing minority of families are clearly not doing an adequate job as evidenced by teacher's testimony. On a pragmatic basis, it has fallen to the schools to broaden the concept of education to include the social and emotional competencies as well as the academic. It will only be in the educational system that society can have some assurance that these important skills will be taught.

We believed it was very important that Dr. Daniel Goleman's presentation be followed up by the workshop this past November featuring Dr. Mark Greenberg, a prominent figure in developing social and emotional competency programs in the school setting. During his speech he highlighted the disturbing percentage of children at risk for engaging in damaging behaviors, offered a persuasive rationale for the importance of teaching competency skills to all children, and demonstrated the why and how of social and emotional competency training in our educational system. Both Drs. Goleman and Greenberg have very ably served to publicize Rhode Island's commitment to developing a more emotionally competent citizenry. With a concerted, collaborative effort between the Departments of Mental Health, Retardation and Hospitals (MHRH), Department of Elementary and Secondary Education (DELSEC), Department of Children, Youth and Families (DCYF), Department of Health (DOH) and Department of Human Services (DHS), this formidable, challenging, but necessary undertaking can become a reality.

Sincerely,

A. Kathryn Power

A. Kathryn Power
Director

INTRODUCTION

Two kinds of intelligence, the rational and the emotional, were elucidated by Daniel Goleman, Ph.D. in his book Emotional Intelligence. He argued persuasively, buttressed by a wealth of data, that learning, and in general, success in life, are dependent upon both rational and emotional intelligence working in harmony. He demonstrated that the "emotional brain" is as involved in the thinking process as is the "thinking brain" and how feelings are typically indispensable for rational decision making.

He identified five major competencies in emotional intelligence:

- **Self Awareness:** Described as a keystone of emotional intelligence. It involves knowing our mood and how we are feeling as well as our thoughts about this, and further, an understanding of the reasons for feeling as one does. Goleman stated that this is a critical competency in making good life decisions, and pointed out the importance of such components as gut feelings and emotional wisdom. It is also a crucial building block for the second competency:
- **Emotional Self-regulation:** The ability to handle distressing feelings effectively, (e.g., anxiety, anger, depression), as well as being able to control impulses, aggression, and self-destructive behaviors. Emotional self- regulation includes knowing how to soothe oneself, which Goleman described as a "fundamental life skill." Competencies and skills, whether in the rational or emotional realm, are significantly compromised when a person is experiencing emotional dysregulation, e.g., it is very difficult for a child to learn if that child is feeling angry, depressed, stressed out. Another component of emotional self-regulation is the ability to delay gratification, which research supports as an important predictor for emotional stability. Emotional self-regulation does not imply an absence of emotion, but that emotion is experienced and expressed in a manner appropriate and proportionate to the situation and circumstance.
- **Motivation:** This third element of emotional intelligence includes the level of persistence and enthusiasm a person experiences. Also important is hope (which is Rhode

Another component of emotional self-regulation is the ability to delay gratification, which research supports as an important predictor for emotional stability.

Island's state motto, clearly visible on all state flags and emblems); Goleman cited findings showing that level of hope was a better predictor of student SAT performance than was intellectual capacity. Closely related is the dimension of optimism-pessimism: not only does this affect level of motivation, but also, pessimism in children has been found to be closely linked to later depression. Research has demonstrated that pessimistic children can be taught to think like optimists.

- **Empathy:** This is the ability to sense what another person is experiencing, feeling, without the other person directly verbalizing this. This competency is very important in human relationships, and has been proposed to be the root from which a sense of morality and altruism develops. Certainly its absence in people poses a danger to society, since those who lack empathy are more likely to engage in anti-social acts, including the perpetration of violent and sexual offenses, as well as other predatory behaviors.
- **Social Skill:** This is the knowledge and understanding of social roles and rules, whether stated or unstated, that contribute to the development of people skills. It involves many components, including the ability to appropriately express one's thoughts, feelings, needs, etc., as well as being able to effectively handle other people's feelings. Goleman reported that a third grader's popularity is a better predictor of that child's mental health at age eighteen than any psychological test.

Mark Greenberg, Ph.D., co-author of *Promoting Social and Emotional Learning: Guidelines for Educators,* echoed the concerns voiced by Daniel Goleman that we are leaving the emotional kind of intelligence of our youth to chance. Speaking at an Emotional Competency Forum in Rhode Island on November 12 and 13, 1997, sponsored by the Rhode Island Emotional Competency Partnership, he made a strong case for including the area of emotional competency as a fundamental, integral, on-going component of education, from elementary through high-school grades.

Dr. Greenberg, a professor of psychology and the Bennett Chair in Prevention Research in the College of Health and Human Development at Penn State University, is also the Director of the Center for Prevention Research with Children and Families, and has been a prominent figure in the area of prevention of childhood psychopathology as well as in the field of social and emotional competence. Among his fifteen pages of publications he has also co-authored *Promoting Social and Emotional Development in Deaf Children: The PATHS Project (1993), The PATHS Curriculum*

(1995), and Attachment in the Preschool Years: Theory, Research and Intervention (1990). He was the Principal Investigator of the Seattle site of the Fast Track Prevention Program, and he continues to direct the PATHS (Promoting Alternative Thinking Strategies) Curriculum Project. His work on the PATHS Curriculum is used in schools in Europe, Australia, and Canada, as well as in the United States.

A Growing Number Of American Children Are At Risk For Problem Behaviors That May Interfere With Their Academic Performance, As Well As Development As Responsible, Productive Adults.

- Of the 28 million girls and boys ages 10 to 17 in the United States, about 7 million may be extremely vulnerable to the negative consquences of multiple high-risk behaviors such as school failure, substance abuse, and early unprotected intercourse.
- Another 7 million may be at moderate risk.
- About half our nation's youth are at low risk of engaging in seriously damaging behaviors. They may, however, require strong and consistant support to avoid becoming involved in these proplems.

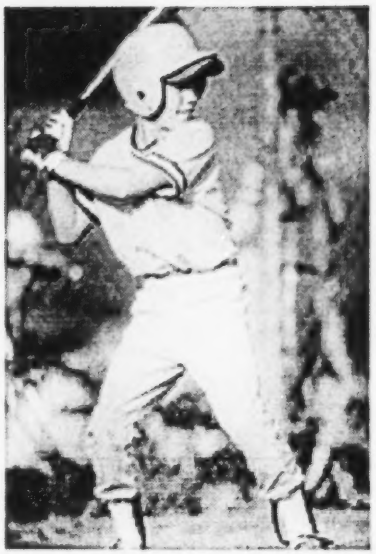
The report of the Task Force on Education of Young Adolesents (1989)

Figure 1

In his second presentation in Rhode Island on November 13, 1997, he cited a rather alarming 1989 report from the Task Force on Education of Young Adolescents indicating that 50% of youngsters between ten and seventeen years of age may be at moderate to high risk for problem behaviors and that the remaining 50% may also be vulnerable if not provided strong support (see figure 1). These problem behaviors in great measure reflect deficient skills in emotional and social competency, and underscore the urgent need to provide an education for our children that deals with more than just the rational domain of intelligence.

Herewith is an edited transcript of Dr. Greenberg's workshop presentation on November 12, 1997.

"HELPING KIDS THROUGH A DIFFICULT WORLD: A LINK BETWEEN EMOTIONAL HEALTH AND SCHOOL PERFORMANCE."



I'll tell you a story about an elementary school where I was asked to consult. The teachers and support staff had gotten together, and identified two behaviors that they wanted to change. I was just there to watch and see what was going on at the beginning. The two behaviors were classic behaviors in elementary schools that everybody was very upset about in this school; one was fighting on the playground, and the other was disrespect to school staff, such as teachers, cafeteria staff, etc. As the staff began to grapple with what to do about these problems, lots of ideas were put on the table. One teacher suggested that if only there were more balls and games on the playground, the problem would disappear. And she was probably right, that you'd get less fighting if there were actually activities the kids could do on playgrounds. Another group of teachers suggested what I thought were a new set of Draconian punishments for children who "broke the rules," a sort of "time-in-the-office" type of strategy. Another staff member suggested they start a behavior room, which he had in his previous school. You all know about behavior rooms, where children are sent so they don't disrupt teaching?

Finally, a teacher stood up and she said that she thought the solutions were all band-aid, and that they would have little to do with helping either the students or the teachers. She said that she had become a teacher because she wanted to help students become caring and responsible adults, and she challenged the other staff to start looking at the big picture in the school. She asked them - and I wrote this down - "Is this school a community that is teaching children to be considerate and caring young people?" Well, I was just taken aback. I thought, gee, there's no reason for me to be here. This courageous teacher was asking her colleagues and herself to really reflect on their practices and their goals as caring adults in shaping the lives of children. And this is what my work has been about, trying to help schools see that there are many goals that education is about, not just reading, writing, and arithmetic. And in fact, by working on these other goals, we can work reciprocally on academic skills.

Some of the things I'm going to talk about tonight include leadership, important in the corporate and job world. Also, friendship, because friendship is something that's difficult to maintain in our world. And lastly, brain development because emotional intelligence is highly tied to brain development. So, how is it that emotional intelligence is related to these?

Now it's obvious that our society has undergone radical change in the last fifty years, and we don't need to spend a lot of time talking about that. But we know the children are not growing up in the traditional culture in which they were closely bonded to healthy adults. Many children don't have that kind of environment. Nor do they have the kind of structure that any of us grew up with. At a recent workshop, we had elementary school teachers that we were working with begin by telling us about what they felt were the issues that they thought children were facing. And we asked them the question: imagine that it's the year 2010, which is about when your second and third graders will graduate from high school. What do you think the world is going to be like? And we had them brainstorm a list.

The teachers saw the world as being service-oriented. There would be a lot of social and economic interdependence. It would be rapidly changing, highly technological, etc. Some people picked positive outcomes, and some picked very negative outcomes. Some people said all diseases would be solved through technology; others said other diseases would arise as a result of technologies. So there's always a glass half empty/half full issue here.

We then asked the same teachers what skills they felt would be important for adaptive functioning in this new world. Other than the basic skills, (of reading, writing, and arithmetic) they felt the kinds of skills needed would include flexibility in adapting to change, and becoming lifelong learners and to learn how to learn. They would also need good emotional and social understanding, the ability to engage in long-range planning, computer literacy, ability to cope with stress, environmental awareness, respect and responsibility for oneself and others, the ability to cooperate with other people in groups, and the ability to compete with other people effectively, and respect for individual and cultural differences.

First grade teachers told us that they were mostly preparing students for second grade. Second grade teachers told us they were mostly preparing the students for third grade. Few teachers felt that they were actively preparing their students for adulthood.

Finally, after the teachers had stated these skills that they thought would be needed in the future, we asked them to consider what we need to do now in order to reach these long-term goals. And many of the things they listed looked like emotional intelligence skills, such as problem solving, emotional understanding, and interpersonal awareness.

We then asked the teachers to think about their current classroom practices and how these fit or didn't fit with the ideas that they generated. We didn't generate them. They did. And again, you

might think about this yourself if you're a teacher. Most of the teachers felt they were not specifically teaching their students the majority of the content areas that they felt were the areas that the curriculum should be focused on in order to succeed, given the way they see the world is going. First grade teachers told us that they were mostly preparing students for second grade. Second grade teachers told us they were mostly preparing the students for the third grade. Few teachers felt that they were actively preparing their students for adulthood. In addition, they felt that they were not sure how to teach most of the skills that they listed, as none of them had received adequate training in their teacher training in these areas. In our opinion, the fact that many teachers are poorly prepared reflects a much larger systemic problem we have in the way teachers are trained. And any teacher will tell you that the training that they received in college didn't help them very much to become a good teacher. It really did not prepare them for the reality of the classroom.

There's a litany of things that I could spend time on that I'll go through very quickly. There are a lot of problems that we're concerned about these days that are related to both mental health and academic success, as well as becoming a successful citizen. And you can see some of them I've listed here(figure 2). Sort of your basic categorical problems. You have a drug and alcohol counselor. You have a teen pregnancy counselor. You have someone who deals with STDs. You have a violence coordinator for a school district. It's all done categorically. We tend to think about these problems as categorical problems and there are different funding streams for most of them. And they are all problems we feel we should be preventing. But almost all the problems that you see on this list are the result of the absence of competencies that we're not promoting (figure 3). And the kind of competencies that I would suggest we want to be promoting more are these. They're the ones that the teachers basically listed when we had them list what it was that children needed to succeed in the world. Self control; stress management; problem solving skills; decision making; having good communication skills - there are a lot of components to that; having self-esteem, which is not something you get by saying, "I'm a great person," but develop by actively succeeding at things; and having respect and appreciation, especially for cultural and gender differences. This sounds like a big bill to fill, and it's a bill that often schools are placed with. And the reason I think schools are placed with this bill is because they're about the only institution in society that really can best support the development of these skills, in coordination with families.

PROBLEMS TO PREVENT

- Substance Abuse
- Unwanted Teen Pregnancy
- AIDS
- Violence
- Delinquency
- Loneliness
- Depression & Suicide
- Racism, Sexism, and other forms of Bigotry
- Dangerous Risk Taking Behavior
- Absenteeism & Truancy
- School Failure & Drop-out
- Unemployment

Figure 2

COMPETENCIES TO PROMOTE

- Self-Control
- Stress Management
- Problem Solving
- Decision Making
- Communication
- Self-Esteem
- Respect & Appreciation for Others

Figure 3

It's [schools] the only institution we have left really in our culture outside the family that's likely to profoundly affect the human condition....

This is a quote that I think says it well. "The greatest potential for change and significant improvement in our culture and individual dilemmas lies in the school." It's the only institution we have left really in our culture outside the family that's likely to profoundly affect the human condition, especially, for at-risk children who don't belong to churches, or who don't have active religious affiliations. Further, schools are the most practical setting in which to introduce innovations. A cartoon that got my attention involves two Wall Street guys at the end of a day of trading. And the one guy says, "The job of teachers is to train the minds of our future leaders, instill our youth with a sense of moral purpose and communicate civic pride, and prepare students for survival in a high-tech society." Sound like all those goals I've just discussed? The other guy looks up from his newspaper and says, "Sounds like we should be paying them more." The first guy says, "Oh, no, you don't want to give them a false sense of importance." Okay?

Teaching is the honorable profession, but it's not one that is well-recognized or compensated. And what you have often is teachers who are beleaguered by new curriculums in their school all the time in reading and math and science, and then all these extras: drug and alcohol prevention, etc. And what you have is a framework like this that often develops haphazardly in schools; elementary schools, middle schools, high schools (figure 4). You've got specialized staff coming in wanting to do suicide prevention, stress reduction, AIDS education, teen pregnancy, etc. Need I go on? And what you see is categorical dollars leading to fragmented curricular models. As if there is something that's unique about AIDS prevention that really has a different set of competencies for the most part from violence prevention. Well, it probably doesn't. It has mostly common features. What schools need to do is to reorganize themselves in ways that teach the basic skills underlying all these kinds of prevention simultaneously. A house that's more in order (figure 5). In this case it's represented as social problem solving (SPS)

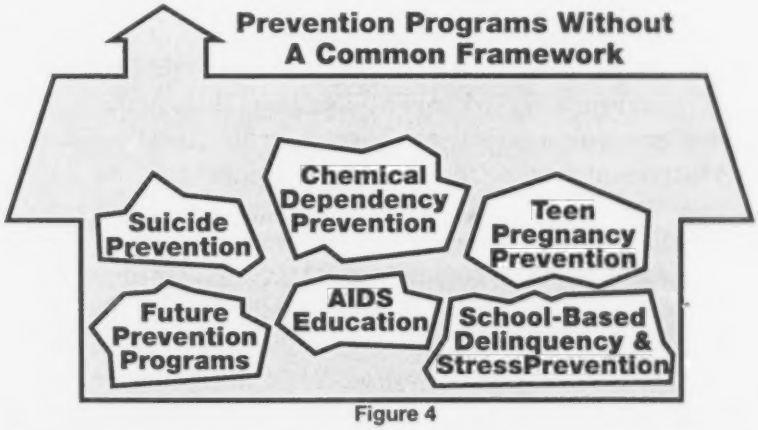


Figure 4

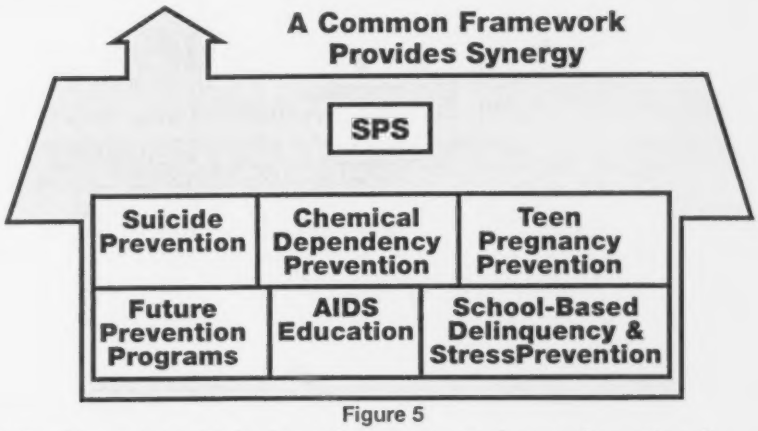


Figure 5

skills. You might think about that as a central part of emotional intelligence. The idea is that if we teach children from the beginning, early in their school years, how to become effective problem solvers, how to have self-control, how to show emotional regulation, that when they get to categorical problems, like AIDS issues or sexuality, or violence, that they'll have the underlying skills that are necessary to help them manage those problems.

Now another part of this problem is we often think about emotional or social skills as something separate from education. Education has to do with academic development and cognitive development, and then there's sort of this social development over here that's something separate and different. Well, this has been an issue that's been around for a long time. Just to show you that there's nothing new here, John Dewey said, back in 1893, that "Human beings are not normally divided into two parts, the one emotional and the other coldly intellectual, the one matter-of-fact and the one imaginative. The split does indeed often get established, but that's always because of the false methods of education. Natively and normally the personality works as a whole. There is no integration of character and mind unless there is a fusion of the intellectual and the emotional, of meaning and value, of fact and imaginative running beyond fact into the realms of desired possibilities." That's a little bit flowery, 1890 prose. But the point he is making appears timeless. You all know about people that were very successful in school..... think back to high school..... think back to grade school. You know the kids that did very well in school but did not do very well in life? And you know people who didn't do very well academically in school who are very healthy adults, that you wish you could emulate in many ways. Academic and cognitive development are not the same thing as emotional development. They work in concert, or they can work in concert, but there are many people in which there's a split between their cognitive competence, their ability to do things academically, and their ability to operate in the world. And if you look at the higher levels of man-

And if you look at the higher levels of management, or even in factories these days, what you'll find is that leaders in factories, leaders in corporations, will tell you that the people who move up within their jobs are not the people that have the highest technical skills. They're the people who have the highest emotional intelligence.

agement, or even in factories these days, what you'll find is that leaders in factories, leaders in corporations, will tell you that the people who move up within their jobs are not the people that have the highest technical skills. They're the people who have the highest emotional intelligence. They're the people who can work together with others in groups, do strategic planning, and move ahead in their abilities.

There's a limit to how much you can learn academically. But emotional intelligence is something that always keeps growing. It's always demanding of us. There's a great quote from Oscar Wilde. He said, "Only the shallow know themselves." Right? And we know that. The most challenging part of our development that we know is always demanding growth is our emotional development. We know as adults that one of the most challenging parts of our lives is being able to know when and to whom to honestly say how we feel, and to say it in a way that's effective, that doesn't put people off, that doesn't hurt them. This is something that we all know is a challenge.

Robert Hutchins, the well known educational philosopher, put it well. He said, "The objective of education is to prepare the young to educate themselves throughout life." That is the idea. Not to teach kids content alone - content's important - but to teach them the processes of learning how to learn. And a lot of that has to do with emotions. I'll give you an example. I was working with a fifth grade teacher who had children who had a lot of problems in math. She was very concerned that a month later they were going to take their math achievement tests. And she was very concerned that it was going to reflect poorly on her as a teacher. She was already implementing the curriculum we were working with in the school, but her students were very nervous about math and they weren't doing well in it; she was very concerned. So I said to her, let's try some lessons that have to do with preparing kids for taking math tests. Let's spend time talking about how kids feel when they're actually going through a math problem and they realize that they don't know the answer. Okay? So that's what we did. We had the students actually come up and role play and talk about what happens - what actually they feel during the process of doing math when they begin to realize that they don't know what's happening. And what kids often told us was that they got frustrated and they gave up. So we spent time over the next week or so having them notice each time when they were doing math that they felt they were confused and ready to give up. And each time they were ready, they signaled the teacher and she came and helped them. And what she found was a dramatic rise in their math skills. The problem was not their ability to learn math. The problem was, when they began to feel incompetent, their emotions overwhelmed them and they

EMOTIONAL INTELLIGENCE
Key Skills in Social and Emotional Learning

SELF-AWARENESS
- Recognizing and naming one's emotions
- Understanding of the reasons and circumstances for feeling as one does

SELF-REGULATION OF EMOTION
- Verbalizing and coping with anxiety, anger, and depression
- Controlling impulses, aggression, and self-destructive, antisocial behavior
- Recognizing strengths in mobilizing positive feelings about self, school, family, and support networks

SELF-MONITORING & PERFORMANCE
- Focusing on tasks at hand
- Setting short- and long-term goals
- Modifying performance in light of feedback
- Mobilizing positive motivation
- Activating hope and optimism
- Working toward optimal performance states, flow, manage inverted U relationship between anxiety and performance

Figure 6a

stopped functioning. And you all know that about yourselves sometimes. Right? If you're trying to learn the Internet or a new computer program or whatever. Unless you're really in a good mood... Unless I'm really in a good mood, I just sort of give up because it's just too frustrating, I don't want to deal with it, and kids are even more that way. Kids' emotions are more labile than ours. They are more likely to be thrown by them, to be affected by them. They have less ability to engage in long-range planning and goal setting than we do.

So what is emotional intelligence? Well it's multidimensional. And I'm not going to bore you with a very long list, except I am going to put this up for a second (figures 6a & 6b). There are numerous components, and you can read about this in work that many people have written. Some of you probably know Dan Goleman's book on *Emotional Intelligence*. He does a very articulate job of laying out the basics. But there are lots of components and they have different developmental profiles. Some abilities you can teach kindergartners, some you can teach third graders, and some you can teach adolescents. Just like in the reading process. You don't teach children to read in the first grade and then not teach reading again, right? Because we know that if we just taught them to read in the first grade, they'd read like first graders for a long time. We think there are developmental reading skills that we need to introduce throughout the elementary years in order to support children to become competent readers. We don't do it all at once.

It's the same with emotional intelligence. We can teach children about self control when they're five or six or seven years of age, but we can't teach them much about things like consequential thinking and long-range planning because they're developmentally not ready for it. Similarly, I can have a great discussion with first or second graders about feeling jealous, what it means to feel jealous, when they feel jealous, what they do when they feel jealous, how they hurt people and how it affects their behavior. But the jealousy discussion with fifth graders is completely different than the second graders. Jealousy with first and second graders, what's it about? Balls on the playground. Bikes that kids have that I don't have. Computer programs. Time next to the teacher, etc. What's jealousy about in fifth grade? Boyfriends. It's now important. It's very heavy. It's about gossip and being mean and cruel to each other. And it's a completely different discussion of the same concept but at a different developmental level. Talking about it and having children understand how jealousy works with second graders does not obviate the need to discuss this at a really different conceptual level when kids are older.

EMOTIONAL INTELLIGENCE
Key Skills in Social and Emotional Learning, cont.

EMPATHY & PERSPECTIVE TAKING

- Learning how to increase these, and develop feedback mechanisms to use in everyday life
- Becoming a good listener
- Increasing empathy and sensitivity to others' feelings
- Understanding others' perspectives, points of view, feelings

SOCIAL SKILLS IN HANDLING RELATIONSHIPS

- Managing emotions in relationships, harmonizing diverse feelings, viewpoints
- Expressing emotions effectively
- Exercising assertiveness, leadership, persuasion
- Working as part of a team/ cooperative learning groups
- Showing sensitivity to social cues
- Exercising social decision-making and problem-solving skills
- Responding constructively and in a problem-solving manner to interpersonal obstacles

Figure 6b

So these are a couple of ideas. Being self aware. Being able to regulate your emotions. Being able to self-monitor your performance, which is related, of course, to being able to regulate your emotions. If you're not self-aware and you can't regulate your emotions, you're not going to self-monitor very well, right? Other skills include empathy, perspective taking, and being a good listener. That's a really tough one. How many adults do you know that are really good listeners? We're always trying to solve problems. Being a good listener is probably one of the critical skills in being successful as an adult. Being a good listener is how you make friends. It's how you keep friends. Social skills in handling relationships obviously is how this all comes together. If you have the ability to regulate your emotions, and you have the ability to take other people's points of view, and you're able to monitor your performance and know how people are reacting to you, then you're able to do a lot of these more advanced things that have to do with managing emotions in relationships, and expressing your emotions effectively.

We spend a lot of time with kids teaching them how to talk about their feelings. We think that's a good thing to do because the more they're aware of their feelings, the more they can manage them and understand them. But the worst thing you can do is to talk about your feelings all the time, isn't it? There's nothing worse than someone who won't shut up about their feelings because there's a time and a place. It's one thing to know how you feel and be able to say it when it's important. It's another thing to wear your feelings on your sleeves in a very neurotic, whiny, or controlling way. And part of what we teach children is not just how feelings work or how you recognize feelings in yourself and others, but how to know when to talk about your feelings. Who's interested in your feelings? What it means to hurt someone with your feelings?

I'll give you an example. We might have a lesson with fourth graders. It seems like a simple concept but one we face as adults all the time. Your grandmother knows it's your birthday and she makes you a strawberry marmalade cake because she thinks it's something you're really going to like. And she brings it to your birthday party and she serves it and you hate strawberry marmalade cake. What do you do? Do you tell your grandmother? Gee, I really don't like this? Or do you just take the cake and smile and say thank you? Same problem we have as adults every day, not only with our relationships, but with our colleagues at work. Is there a right or wrong way to manage it? What do you think? Is there a right or wrong? Is there one way that's right? No. It's going to depend on you and what you're like and what your relationship is like with your grandmother. It's going to depend on your grandmother and what kind of

In preschool years there's a major change. It's the sea change in development. This is where the frontal lobe begins to organize action in a central way and lots of things happen. Children can not only recognize and label basic emotions, but now for the first time, when they're upset they can do things about it other than just lose control.

a person she is. And it's going to depend on how you say it and when you say it. So there's no right or wrong to these, but these are very complicated issues that we as adults deal with daily.

Now there are developmental stages within these components of development. This doesn't all happen at once (figure 7). It happens in small stages. Babies are great. Sigmund Freud said, "Babies are the only possible relationship you'll have that is free of ambivalence." It's actually a true relationship. And the reason is because babies don't lie. Babies are right out in front. Whatever they feel, immediately they show you. So, if you watch a baby's face and their body and they're kicking their legs, you know everything about them. You know how their internal feelings are going and you know their reaction to you. And so they're so much fun. If you're in the mood to be with a baby and you really want to be with them, they're incredibly fun because they're so interactive. They're right there with you. There's nothing blocking them. They don't hide their feelings. They don't control their feelings because they can't.

In toddlerhood kids begin to talk, and now they not only communicate through their emotions, but they communicate through language. But while they can tell you things with talk, and sometimes they can actually use words for emotions - they can tell you how they're happy and sad or tired or excited - once they get upset, it doesn't help them at all. This is the terrible twos. Their emotions wash over them in a way that completely disables their abilities to use their minds to control themselves.

In preschool years there's a major change. It's the sea change in development. This is where the frontal lobe begins to organize action in a central way and lots of things happen. Children can not only recognize and label basic emotions, but now for the first time, when they're upset they can do things about it other than just lose control. They can sing a song. They can use fantasy play to calm themselves down. Sometimes they can tell you how they feel. Rarely can they actually do this when they're very upset, but they have the beginning competence to do this. I remember when my son got mad - he's now almost eight - when he was three, he was a thrower. So when he would get mad, he would throw pots. He would look for something to throw. So we would allow him to throw tennis balls. If he got mad, he could throw a tennis ball. But, of course what he wanted to do was pick up a flower pot, which he did a couple of times. He'd get mad and he'd throw it down on the ground. So, other kids bite, right? Biting is very common also in this two to three year age period. They have to do something to work out the emotion. And trying to talk to them when they're upset is really not going anywhere.

ABCD MODEL
Affective-Behavioral-Cognitive-Developmental

STAGES OF DEVELOPMENTAL INTEGRATION

INFANCY: (BIRTH TO 18 MONTHS)
- Emotion = Communication
- Arousal & Desire = Behavior

TODDLERHOOD: (18 TO 36 MONTHS)
- Language supplements Emotion = Communication
- Very initial development of emotional labeling
- Arousal and Desire = Behavior

PRESCHOOL YEARS: (3 TO 6 YEARS)
- Language develops powerful roll
- Child can recognize/label basic emotions
- Arousal & Desire > symbolic mediation > behavior
- Development of role-taking abilities
- Beginning of reflective social planning & problem- solving (Generation of alternative plans for behavior)

SCHOOL YEARS: (6 TO 12-13 YEARS)
- Thinking in language has become habitual
- Increasing ability to reflect on & plan sequences of action
- Developing ability to consider multiple consequences of action
- Increasing ability to take multiple perspectives on a situation

ADOLESCENCE
- Utilize language in service of hypothetical thoughts
- Ability to simultaneously consider multiple perspectives

Figure 7

But around age four all of a sudden my son got the ability; one day he was really angry, and he tore up a piece of paper and he looked at me and he said, "I'm mad." And then he didn't do anything. He didn't throw a pot. He didn't throw a tennis ball. He didn't do anything. He just said, "I'm mad," and he stewed. That is a very major change in development because what's happening there is that he's starting to use representational skills, symbolic development. What Luria, a Russian psychologist, called the second signal system. He now has developed self control skills in a completely new way. And almost all subsequent development is based on the ability to have that competence, to be able to calm yourself down when you're upset, rather than losing control. But many children that we know of - elementary, middle school, high school, and some adults that you all know of, I'm sure - when they get emotionally upset, they often are not conscious of their feelings at all and they become destructive. This is often the basis of addictive behavior problems, as well as domestic violence. And they often don't know that they've done the bad behavior and hurt someone until it's over. It's like they're in a fugue state. It's the classic person who's trying to stop smoking cigarettes but doesn't know they've smoked a cigarette until it's burned their finger. Or someone who's domestically violent who just doesn't know he hit his wife until it's over. They're not aware of their emotions and they're not able to regulate them. And the later preschool years is the period of time in development when normally this really begins to develop.

Now of course it continues to develop, and in the school years there's a lot we can do because children begin to habitually think in language. They think to themselves, talk to themselves as they work. We know kids who are more successful in school when they have a moderately difficult task will talk out loud as they do it. If the task is too easy, they shouldn't talk to themselves because it's not necessary; and if it's too hard, talking to themselves is not going to help them because they can't do the task. But we find that kids who are the most successful learners when they have a moderately difficult task will self regulate. You do the same thing when you're building something that comes from a foreign country. You know how those instructions are impossible to follow? Or when you're following a new recipe? You talk. You keep repeating it to yourself, right? Because it's a way of self regulating and maintaining control of the task. And it's the same thing for kids as learners. And this ability really develops in the school years, as well as the ability to consider multiple points of view of people and to really recognize complex emotions, not simple emotions, but more complex ones. Like pride and humiliation or revenge, forgiveness. Really complicated emotions that we as adults deal with, by middle childhood, children are dealing with themselves.

In adolescence, not only is a great deal of neural development almost complete, but for children that don't have basic skills in these areas by adolescence, it's very hard to teach them to them. First of all, they've often lost trust in the system to help them. But in adolescence, children are faced with more complex and challenging issues. They begin to see themselves in broader ways, to utilize multiple perspectives in developing identity. But the basic fundamental skills that make people emotionally competent don't get learned in adolescence. They get learned in the later pre-school years and middle childhood. It doesn't mean we can't teach them some in adolescence. But the primary age in which to teach these skills is in the elementary years.

I've been working on a project since 1981 called the PATHS curriculum. I'm not going to talk about it much tonight. But I just want to give you a sense of what we do (figure 8). We teach kids with a basic problem-solving model, similar to the one that's well known in Connecticut. There are numerous steps to teach children in problem solving. There are lots of reasons why children can be incompetent, or we as adults, who have the abilities, can display incompetence. For example, one of the biggest problems that many of us have is being able to stop and actually notice that we're upset. Oftentimes we don't know we're upset until we've made a big mess of it. That's what regret's about, right? Almost always when you regret what you did with a friend, it's because you didn't stop and calm yourself down and actually identify what was happening. And you always say to yourself later, if I had just taken a break, if I had just walked away, if I'd just given myself a minute, I wouldn't have done that thing I did that I have a lot of regret about now. Well, once you've stopped and calmed down, there are numerous cognitive skills. They're the same kinds of skills children need for reading or math, to analyze comprehension of text to do effective math learning. They first need to identify the problem, collect lots of information.

Social problems are much more complex than math problems. First of all, there are always two perspectives. When there are two people, there's your problem and there's the other person's problem. Take the example of teasing. When there's a problem of teasing - you want to talk about teasing with kids, a major problem in second, third and fourth grade. What you have is two problems. You've got the problem of how the teaser feels? Why do kids tease? What are the different reasons kids tease? What's a goal a child might have when they tease you? Well, there are lots of different possibilities, aren't there? It's a very complex problem why people tease. Some people tease because they've been teased or they've been hurt and they want to hurt others. How do people feel when they get teased? Some kids just feel confused. Other kids feel very hurt by it.

PROBLEM-SOLVING OUTLINE

WHEN YOU NOTICE UPSET FEELINGS

- STOP and think
- Identify the PROBLEM (collect lots of information)
- Identify the FEELINGS (your own and other peoples')
- Decide on a GOAL
- Think of lots of SOLUTIONS
- Think about what MIGHT happen next (consider the consequences)
- Choose the BEST solution (evaluate all the alternatives)
- Make a PLAN (think about possible obstacles)
- TRY your plan
- SEE what happens (evaluate the outcome)
- TRY another plan or solution if your first one doesn't work (maybe there's an obstacle; think about it and try again)

Figure 8

So, here's an example where teasing is a problem that already has two parts. There's the part of the teaser and the teased. Much more complicated than a math problem. It has multiple dimensions.

Next you need to identify the feelings. One of the things we find is critical with children and adults is oftentimes they'll be able to identify a problem but they misidentify people's feelings. And as a result, they generate the wrong solutions to the problem. A very simple example is one that you probably know well. People who appear conceited but are actually feeling shy. It's a classic kind of problem we often have when we see someone and we think, well, they think they're better than us, when in fact they're quite shy. We identify the feeling that they're having incorrectly and we generate wrong attributions about their behavior and we generate inadequate solutions to the problem.

One of the things we find is critical with children and adults is oftentimes they'll be able to identify a problem but they misidentify people's feelings. And as a result, they generate the wrong solutions to the problem.

There are lots of examples I could give you of how adults and children misidentify emotions. We think someone's really angry at us, when they're really disappointed in us. This is a classic example. Children have it with parents and teachers. Marriages have this problem all the time. Anger is the easiest emotion to identify with for many people. It's a very active emotion, and it allows you to strike back. Disappointment is a much more complicated emotion, isn't it? And when someone's disappointed in you, if you realize that the major feeling that they have is being disappointed, you're likely to treat them very differently than if you think the major feeling they have about you is that they're angry at you. Realizing how other people feel has a major influence on the goals we decide on for a situation, what solutions they think of, what consequences they think are going to come from the solutions, and what kind they are going to try. Emotions are really a key here. You can teach people thinking skills and problem solving till you're blue in the face, but you'll have very little impact on their behavior unless they're able to understand their and other people's emotions.

You can teach people thinking skills and problem solving till you're blue in the face, but you'll have very little impact on their behavior unless they're able to understand their and other people's emotions.

And one of the Calvin and Hobbes cartoons says it best. Calvin says, "I have a hypothetical question. Suppose a kid at school called me a nasty name? Should I kick him real hard in the shins?" And Hobbes, who only talks when there are no adults around, says, "No, I don't think violence would be justified." And Calvin says, "Here's another hypothetical question. What if I already did?"

Now this is the lament of teachers. And that is you've got a problem, like fighting on the playground or teasing and you bring the kids into the classroom and you talk to them about it and you have them talk about what the problem is and you have them role play what they could do the next time the situation occurs. Good social-emotional teaching. And then right afterwards, they go out and they do exactly the same thing on the playground. Why does

that occur? It occurs because when someone is in your face, if you can't calm yourself down, you can't use all those good ideas you learned in the role play. Emotional regulation drives the behaviors that we have or the thoughts that we can generate. And when kids are really upset, unless they can calm themselves down, they can't do any of these good things that we teach them. I used to think that teaching emotional intelligence was coming to the classroom, showing a picture of a problem situation, having kids talk about how the different people felt, having them role play what they could do next time, and that somehow viewing that was going to change their behavior. And this is very common. This is what you see in a lot of curricular approaches. Well, it's not going to work. Because if when they get upset they can't calm themselves down, they'll never use the skills that you taught them. And you know that yourselves. You know all these good things you can do in your own lives, right? And you know that when you get emotionally dysregulated, you don't do them. For kids, it's just exponentially that way because they have a hard time using their cognitive skills, and they get more overwhelmed by their feelings.

The figure at right shows a simple way to graphically teach problem-solving that we borrowed from Dr. Roger Weissberg and his colleagues at Yale University in the early 80s. This is how we actually teach problem solving in the school. We have red lights. We have red lights everywhere in the school. We have them in the principals's office, on the secretary's desk, in every classroom. We paint them on the playgrounds. The goal is to build a system wide model in which children realize that when they have a problem they need to stop and calm themselves down. And when they're calmer, they can then decide what to do. You can't think straight when you're upset. If a teacher sees a child that's about ready to lose it, she'll say to him, "Remember the red light. Why don't you try going to the red light now? Let's go to the red light together." I have a child I was working with who was really impulsive with very difficult problems maintaining control. Saying to him going to the red light didn't work at all. It was too abstract. I put a little red dot on his desk. Just a little red dot. Every time he was upset, all he had to do was stick his finger there. And when he stuck his finger there, guess what? He didn't get out of his desk. He didn't hit anybody. It was like all that energy, that angry energy, went right into the dot. The idea here is to think of ways that kids can concretely use symbols to help them manage their behavior.

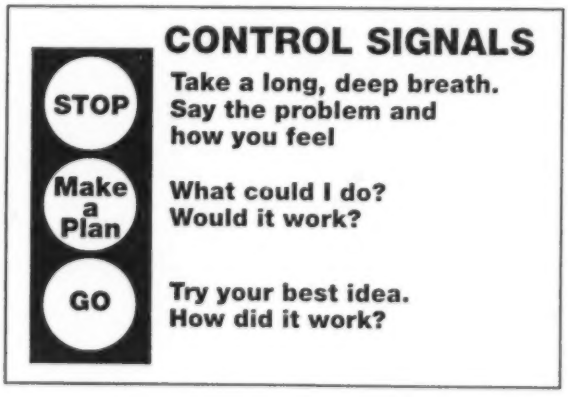

CONTROL SIGNALS
STOP
Take a long, deep breath. Say the problem and how you feel
Make a Plan
What could I do? Would it work?
GO
Try your best idea. How did it work?

Figure 9

There are three primary goals of our social-emotional program (figure10). One is to help children become more competent--to

build their social-cognitive and their behavioral skills. Secondly, we want to build a classroom context for teachers in which the classroom operates as a healthy family. Children can talk about everyday, common problems in ways that allow them to identify their feelings and develop healthy solutions to their problems. The third goal is to develop the executive function skills. These are the neuropsychological skills developed in the frontal lobe. These skills are involved in emotional regulation. There are three primary frontal function or executive function skills (figure 11). One is to inhibit and modulate attention. It's being able to inhibit when you need to and to be able to direct your attention independent of your emotions. The second is to be able to plan ahead and set goals. And the third is to integrate your emotions and your reasoning when you're making decisions. If you can teach children these skills, they will be effective learners. If you teach children how to regulate themselves, how to plan and set goals, and how to integrate their emotion and their reasoning in interpersonal situations, then they're going to be effective adults, and you're going to be promoting those competencies that prevent the kinds of negative outcomes that I discussed earlier that we want to prevent: early substance use, early teen pregnancy, interpersonal conflict and violence, loneliness and depression.

PATHS CONCEPTUAL INTERVENTION GOALS

- **Child Competence**
  Social-Cognitive & Behavioral
- **Classroom Competence**
  Contextual Support for Effective Teaching of a Social Development Model
- **Executive Function**
  Integrate Emotion, Cognition, and Behavior for Optimal Neural Maturation

Figure 10

Very briefly, the results we have in our own work using the PATHS Curriculum is that not only did we show that children who received PATHS are more likely to be rated by teachers as socially competent; that is, to get along better with friends, to be able to tolerate frustration. They also show better cognitive skills on nonverbal planning tasks and cognitive tasks. And when you look at their own report of behavior, they report both lower rates of depression and lower rates of acting out behavior. Finally, a year and a half after the curriculum is done the teachers also report fewer acting out behaviors and fewer internalized (depression and anxiety) behaviors in kids who have had the curriculum. These results come from clinical trials in which "PATHS" children are compared to matched samples of children who were randomized to a comparison condition. So social competence promotion can affect externalizing, conduct problems, as well as internalizing problems such as depression and anxiety. Children who are very lonely and depressed and children who are violent both have difficulty in regulating their emotions and finding out other ways to make contact with people in ways that are healthy. There are core skills to promote competencies that appear to impact both of these.

FRONTAL LOBE FUNCTIONS

- **Regulative**
  Inhibit and Modulate Attention
- **Executive**
  Planning and Goal Setting
- **Social**
  Integration of Emotion and Reason for Social Decision-Making

Figure 11

I want to leave you with some final thoughts. If a school is going to be serious about developing a social competence promotion program, there are different components that I think are important (figure 12). C-SCAHE is an acronym for social competence

and health education. One of the things that we find is that *instruction* is very important. Planned curriculum time teaching kids at all developmental levels about emotions, social problem solving, self control, about how to deal with the developmental issues that they face in each grade level is necessary. And we know that these kinds of curriculum, when they're done effectively, with quality teacher training, quality teacher support, and quality leadership by principals, leads to significantly better outcomes for kids. But by themselves, they're not the whole picture. A second component we need to think about is *school climate*. One of the most important things in developing emotional intelligence is having a school that works together and develops policies across the entire school that promote these kinds of abilities; not only in the children, but in the staff. Staff are important, too. Many teachers feel the same way as kids in schools. The third factor is *activities* that affect school climate, reinforce skills and develop an ideology. There are lots of kinds of activities you can do that also reinforce these kinds of abilities. For example, I have worked with an elementary school principal who has a problem-solver-of-the-week table, where once a week the best problem solver - social-emotional problem solver of the week is nominated from each classroom and she eats lunch with those kids. There are all kinds of things like this you can do. She sometimes talks about the emotion of the day at the beginning of the day. She may say, today's emotion is pride, or today's emotion is anger. Lots of people feel angry and lots of people feel pride every day. Think about a time today when you feel that. Just putting it in front of the school. Making it a central focus as part of the school climate. And finally, the *community* is very important. Schools operate within communities and getting community support in lots of different ways can help to fulfill needs with these programs.

Core Components Of The New Haven Social Development Program

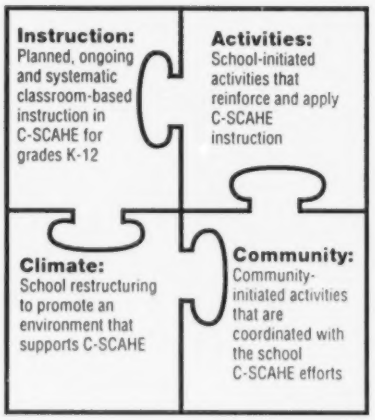

Instruction:
Planned, ongoing and systematic classroom-based instruction in C-SCAHE for grades K-12
Activities:
School-initiated activities that reinforce and apply C-SCAHE instruction
Climate:
School restructuring to promote an environment that supports C-SCAHE
Community:
Community-initiated activities that are coordinated with the school C-SCAHE efforts

Figure 12

The goal in the end is to have kids that have socially acceptable behavior and to prevent delinquency and other kinds of misbehaviors that we're all concerned about, especially in adolescence (figure 13). But to do that, we need to get kids bonded. Bonded to schools, to teachers, to healthy peers, to their parents, especially in the adolescent period, and to the community. To promote that bonding we need to give children opportunities, skills and recognition. This is the fundamental notion of The Social Development Model developed by David Hawkins and Richard Catalano. We need to give youth opportunities to use those skills in meaningful settings. And we need to recognize them for their skills. This is not too different from what all of us need. I was talking about this earlier today, and someone said, "Gee, that's exactly how I feel at

SOCIAL DEVELOPMENT MODEL

Figure 13

"Too often we give children answers to remember rather than problems to solve."

work. I need skills, I need opportunities to show my skills and to practice them, and I need to be recognized for them." When we enact this it leads to children who are attached to schools, families, and friends in healthy ways. They have a personal commitment to school as an institution, and they believe in their potential to succeed in the system. Currently, many children don't believe they have the potential to succeed and a lot of those feelings generate low academic performance.

If we spend more time with children posing problems - especially the most complex problems which are interpersonal problems - the more likely they will develop into considerate, self-reflective beings.

I could summarize this whole talk in a single quote by Roger Lewin, who has said it very simply. He said, "Too often we give children answers to remember rather than problems to solve." We're very interested in content, in the way we educate children and not focused enough on processes. If we spend more time with children posing problems - especially the most complex problems which are interpersonal problems - the more likely they will develop into considerate, self-reflective beings. The most complex problems we face are interpersonal ones; at work, in our marriages, with our family. We know this as adults. We also know that the next generation of kids is not going to have it any easier than we did. What we need to be able to do is to pose to them, and let them pose to us, problems they face, and help them to think about the solu-

tions. It's not that there are any clear solutions. Every problem that we face as adults and children face as kids is contextual. It depends on the situation, who they're with, etc. But the idea is to have education focus on posing and trying to solve problems, rather than remembering things.

Now, being realistic and working with thousands of teachers I would say that there's one more issue. Dirk Hightower, from the University of Rochester, wrote about it recently. He said, "There is another issue -- time. People want to see change within a two-to-three year period because that is how long board members at the top hold their positions." School board members, directors of agencies, governors, mayors. "Administrators should have a much longer perspective. It might actually take seven to ten years to integrate programs." This is a critical issue. If you're a school or you're an agency or you want to work together, schools and agencies together, you can't expect quick, short-term outcomes. You have to consider a long-term planning process because in order to do an effective job of introducing high quality social-emotional programs across a school, you're going to make mistakes along the way. It has to be clear from the beginning that these problems in implementation are part of the learning process rather than a symptom of a failure of the curriculum.

I worked with a principal a couple of years ago. His school decided they wanted to focus on social-emotional learning, and what he said to them in a teachers' meeting I attended before they started was, "We'll try this for six months and see if it works." And I went to him afterwards and I said, I can't work in your school any longer because I'm not on a trial with you. You cannot evaluate if a program works in six months. It will take the teachers a year of feeling awkward just getting used to the program. It's only in the third and fourth year that you'll find out if a program is really beginning to work. And if you can't make a commitment to say that we'll look at this for three or four years and then we'll think about how it's working, there's no reason to start because you're already giving the teachers the model that if you don't get quick results, it's not effective. Now, we don't do that in reading, do we? Do we say, we'll try a reading curriculum for six months and if it doesn't work, we're dropping it? It doesn't work that way. Developmental process don't work that way, and schools don't change that way.

So, I'm sort of like one of the Cathy cartoons, where Cathy is asked by her mom: "How are you doing?" Cathy says, "Perfect. I'm five pounds heavier than when I started my diet." And her mom says, "Well, you can't expect instant success, sweetie. Goals are achievable if you break them up into little pieces and conquer them one at a time." And Cathy says, "What a coincidence. It's the same way I eat cake."

I hope tonight I haven't lead you to believe I know the solutions to these problems because every problem is contextual. Each school is different; each service system for children and youth is different. So, I'll end with a "problem-solving" conversation between two kids. One kid says to the other, "I still don't have all the answers but I'm beginning to ask the right questions." And what I hope I've done tonight is invited you to think about what the right questions are. The right questions being how do we promote long-term social-emotional competencies in children. Not, how can we quickly fix a system that needs to be slowly changed. So, with that, I'll pass it back to (the moderator).

POST PRESENTATION QUESTION AND ANSWER PERIOD

[Question]. How do you feel about the use of Ritalin in the schools?

[Greenberg]. It's a very important and effective tool for some children. It can really help some children who really need it. But it's overused. It's used as a behavior management technique in a lot of schools I've worked in. I have worked with some children for which our techniques don't work because they really are biologically hyperactive; in some of the cases Ritalin can be very effective. So by no means take away from this that I think that Ritalin is an inappropriate treatment for children. When it is effective it should be seen as a first component of a larger plan - even when effective, Ritalin does not build social competence. For many kids, high activity level is generated by anxiety and not by "hyperactivity", and the anxiety is really an emotional problem, rather than any biological regulation problem.

Additional comments from Dr. Greenberg:

It's very hard to be a teacher and teach in an embattled urban area, in which you have too many children in your classroom with special needs. With main-streaming and "new streaming" or inclusion, you have many children in classrooms that weren't there ten or fifteen years ago, without the support that's necessary and with teachers who have not been sufficiently trained to work with them. I have teachers I work with year after year. And what you find is that the teachers who I think are just superlative teachers can break down under the high density of problem children in the classroom. I've seen teachers who I would like to emulate who start to yell and scream and become coercive toward children in what they call a bad year. And a bad year is when they have at least four or five highly acting out, highly active, unregulated children in their classroom. And when you have that kind of density, more than two or three problematic kids in a classroom, the classroom often breaks down as a community. When you have a high density of behavior-problem children in a class, teachers need to have a great deal of support. When they don't have it, they want to get the kids labeled

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and moved off into special education. Now that's not good for the kids. It may be good in the short term for the school and the teachers, but it's not good for the kids in the long run because we know that going into special education usually means you don't come out again. This is the real world I have come to know after working many years in schools. It's an indictment of our schools as they currently operate.

So we need more ideas about how we can implement prevention in the early grades to help support teachers that have a high density of problem children. And that means having categorical services broken down so that children don't need diagnoses in order for mental health dollars to come, in order for schools and service systems to join together to work with families of high risk children in their early years. We have found in our own work - I'm part of this National Fast Track Project - that if we identify children with serious behavior problems when they leave kindergarten and we give their families and the children intensive academic, social and emotional services, including home visiting, that by the end of third grade we're able to reduce special education by over twenty-five percent in this population. In our control group forty-eight percent of these early behavior problem kids are in special education by fourth grade. Forty-eight percent. Is that a wake up call? We can predict who's going to have problems. Why aren't we doing preventive work with them?

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We know a lot of their problems are not only a matter of primary learning problems, they are these frontal function problems. They are the ability to stay together in a classroom, to regulate themselves, to pay attention, and to be nice to other people. And for a variety of reasons - organic reasons, maltreatment, family violence, difficult neighborhoods, poverty - there's a whole series, a litany of risk factors that we can identify. These children are often "behind the eight ball" when they get to school, and they get farther behind. Now, this is the problem that urban schools especially face, that teachers face, that makes their job extremely difficult.

And this is where there needs to be cooperation to break down the categorical dollars so that we serve families that we know have children that have many risk factors. Schools cannot do this alone. Schools don't have the dollars to provide the intensive services to work with not only the children, but with their families. What needs to happen is the breakdown of these categorical dollars so that early on we can begin to work intensely with the highest risk families. Then when you do that, then we find teachers can teach these kinds of curriculums effectively, even in very difficult, high crime, high delinquency urban neighborhoods.

[Question]. Basically, the years to start this is in the early years, in elementary. What happens when they get to senior high school? Is there anything we can do at this stage?

[Greenberg]. I think there's a lot of things that can be done. There are high quality life skills programs for youth. Kids who are in high school and have made it that far are actually successes in some ways. Now I know they don't all feel like successes when you're working with them in high school, but a lot of kids I'm talking about aren't even in the system any more. As you know, there's a lot of dropping out in eighth, ninth and tenth grades. High school students face many challenges as they move into the world of work or higher education. There are a lot of emotions that are going on in this age period about who they are, what they're going to be, how they're going to be it, and how to handle close interpersonal relationships. These concerns are different from those in the early teenage years; older students are more in a position to be able to talk about it, want to talk about and to deal with these concerns in a serious way. I've found that there's a quantum leap in the ability to have good life skills discussions and life skills emotional discussions with high schoolers. By high school, students realize that adults aren't completely irrelevant and that in someways we can be helpful to them. So there is a great deal that can be accomplished in high school. I don't want to at all write off the later years. But I want to emphasize that the more we do in the early years, the better, and that's because they're developmentally ready for it and at this deep neurological level there's considerable brain development that's occurring that's related to these skills.

[Question]. Some of us work in schools where adults don't have the skills to be team members, to collaborate, to cooperate, to prepare the kinds of curriculums that you're talking about. What's your thought about teaching adults?

[Greenberg]. Well, I think principals set the tone. I think a lot of us could use more emotional development. I know that people become more competent when they have leaders who are more competent, and I think principal training is where I would begin to affect the system, that is, by helping principals to become better facilitators of the emotional and social competencies of their staff. Perfect examples are staff meetings, and what teachers feel they get out of staff meetings. There are a lot of issues in the organization of school, just like in the organization of business, where leadership is key. There is no question that many teachers could use staff training on how to

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talk about emotions, how to talk with kids that we feel are troubled, and how to integrate this information into other content areas. However, staffs are not likely to implement these effectively if they have leaders, principals, administrators, who are not modeling it themselves.

Principals are becoming more aware of how much time they spend each day dealing with these issues. In fact, if you actually get them to talk about that, they'll tell you that they and the assistant principals spend most of their time dealing with behavior issues, rather than being a leader. Now, that means they're being reactive. And the question is how can they turn that around and proactively support their staff to move forward in this area? I think when you see that happening, then staff become more open and willing to try things. Then staff training can have a greater impact. If we were planning a demonstration program in a school in Rhode Island, or in ten schools in Rhode Island, I'd pick the schools on the basis of the principal's qualities of leadership. Because teachers that believe in their leaders, in their principals, and believe that they're going to be supported to do innovative work are the ones that are going to succeed.

[Moderator]. The time is short now. I don't know whether you want to mention your book or not.

[Greenberg]. I'm part of an organization called CASEL, The " Collaborative for Social and Emotional Learning." It's a K to 12 group of practitioners, scientists, teachers, teacher trainers, etc. The book is our attempt to try to develop empirically-based guidelines for conducting social-emotional education K to 12. I think that it's probably the best compendium if you want to think about this kind of problem. It has excellent chapters on what are the skills at different developmental levels, what are the issues for teachers and principals and administrators, and how to think about the process of quality implementation.

Responding to a question, Dr. Greenberg said: I've often found that innovation comes from parents who are lobbying their schools. Believe it or not, principals actually are concerned, in most cases, about how parents feel. And parents often can do a lot more than teachers can. Teachers working in the system often have a hard time making suggestions because they work in the system. And oftentimes I find that parents, if they work as a group, can be much more effective in creating school change than teachers. We have worked a lot with special schools in The Netherlands. The only reason we are in Holland

is because of a parent association that saw me speak twelve or thirteen years ago and realized they wanted to impact the social-emotional development of special needs kids in The Netherlands. And they pushed the whole thing. The principals in schools were not initially supportive and so the parents went to the Ministry, which would be like the Department, and they said, look, we want money to begin to work in this area and here's what we want to do. And their association succeeded. Our work is now in its second printing in Dutch and over five hundred teachers around Holland are using these materials. And this was totally the result of parents' activity. So I empower you to move forward.

NOTES FROM DR. GREENBERG'S PRESENTATION ON NOVEMBER 13, 1997

Dr. Greenberg's presentation, panel discussion, and question and answer period on November 13, 1997 covered some of the areas discussed in the November 12, 1997 speech, however, a couple of points made on the 13th are worth noting and/or repeating. He quoted an individual named George Brown who observed that "rarely is curriculum designed to help students deal in personal terms with the problems of human conduct. It's easier for teachers to teach specific objectives and to give a child basic skills than it is to deal with helping a child develop the need for satisfying self-recognition, for developing constructive relationships with others, for having some control over what happens in his or her life." Dr. Greenberg noted that when both parents and teachers talk about educational goals, they're primarily talking about academic matters. Yet, when asked what they want children to be as adults, parents and teachers agree that they "want them to be good citizens, to be caring and responsible individuals, to know how to maintain healthy relationships, have healthy behaviors and have good citizenship skills" i.e., some of the attributes that a social and emotional competency curriculum would affect. It was emphasized that the thrust of this kind of curriculum should be to "promote competencies, rather that prevent problems;" if the competencies are learned, then the problems, e.g., substance abuse, violence, unwanted teen pregnancies will diminish in number. Though not a lot of time was spent talking about results, Mark Greenberg did briefly indicate that having a competency-based curriculum in an educational program provides a broad range of improvement, including not only emotional competency skills (e.g., ability to solve social problems, improved adaptive functioning, decreased rates of aggression) but also improved performance in academics and on IQ tests.

He reiterated that "having self-control is critical, probably the most critical skill we can develop in children and adults." He went on to say that "people who have the ability to control themselves when they are emotionally over-aroused or upset, disappointed, or feeling very depressed and lonely are much less likely to engage in behaviors that will put them at more risk. It's probably the single most important skill. But it's a very, very complicated skill." Dr.

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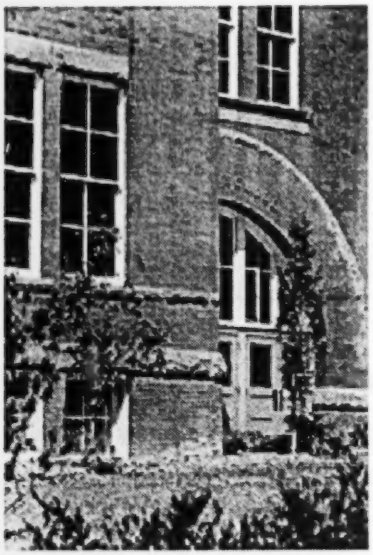
Greenberg emphasized that teaching this and the other social and emotional competency skills requires full commitment from the school principal and a school staff that supports and is willing to include emotional competency in their curriculum; less than full commitment greatly reduces the potential effectiveness.

SOCIAL/EMOTIONAL COMPETENCY ACTIVITIES IN RHODE ISLAND

Signs of commitment have become increasingly visible in Rhode Island. The Office of Special Needs in the Department of Education has a state-wide professional development initiative, termed CONNECS, that works in a number of schools with educators, students, and parents dealing with such themes as communication, cooperation, peer helping, and conflict resolution. The approach utilizes team building among both faculty and staff, and community building in classrooms and throughout the school, efforts which positively affect the school climate and encourage a learning environment. One exemplar of CONNECS involvement is the Warwick Neck Elementary School, which embraces a "School as Communities" model. The school teaches and models specific emotional, behavioral and social skills, uses class meetings as a forum for community building and problem solving, involves nearly all students in various forms of cross-age helping, incorporates both faculty and staff (e.g., cafeteria, maintenance, housekeeping)in the process, and has a high level of active parental involvement. Anecdotal information indicates that some realtors are finding that families are inquiring about moving into that school district because of this program.

The Coventry Public School system has developed a program that uses groups run separately for parents and teachers that are taught by pairs of mental health professionals. The identified goals include enhancing social competence, teaching specific social skills, increasing social problem solving skills, teaching conflict resolution or mediation skills, fostering appropriate expression of emotions, and violence prevention, with the expectation that academic functioning will improve, while certain things will be reduced, e.g., referrals to special education, as well as specific behavioral problems.

"Success for Life" has been a program at LaSalle Academy focusing on social and emotional intelligence. This program, now further refined and evolved, was high-lighted in Mark Greenberg's co-authored Promoting Social and Emotional Learning: Guidelines for Educators. It has incorporated the explicit instruction of social and emotional learning in all subjects and activities. Their inclusive



approach has emphasized the "climate" in the school, i.e., those things that create and enhance a learning community which is able to foster such principles as acceptance, generosity, and mutual respect. Specific social and emotional competencies taught have included social awareness skills, self-control and the intelligent management of one's emotions, interpersonal understanding and conflict resolution.

The Children's Mental Health Planning Group, which was instrumental in bringing Mark Greenberg to Rhode Island, continues to meet regularly, and is now in the process of soliciting proposals from elementary and secondary schools, as well as school systems, for the development of two projects that will promote social and emotional learning/emotional competency within a school or school district.

That efforts to increase the level of emotional competency in our children will continue to develop and expand is demonstrated by the recent draft (January 1998) of the Mandated Health Education Outcomes for the state of Rhode Island, which details the goals and standards for a comprehensive (K-12) health education curriculum that covers several areas (personal health, mental and emotional health, injury prevention, nutrition, sexuality and family life, environmental health, disease prevention and control, substance use and abuse prevention). The mental and emotional health component focuses on "developing emotional competency and gaining knowledge and skills about responsible decision making, communication and negotiation, developing positive self-esteem, expressing feelings in a healthy way, and coping with and managing stress" (R.I. Department of Education Comprehensive Health Instructional Outcomes). The rationale for this component also "includes motivation and empathy, and emphasizes the ability to respect and appreciate oneself and others, learn appropriate socialization skills and to be an advocate in the community to support the emotional well being of all. The ultimate goal is to develop young people who possess a feeling of personal autonomy and hopefulness and who have a positive sense of future."

Thus, an important point has been reached in Rhode Island - the recognition at the highest levels in state government that teaching emotional competency skills is a valuable, worthwhile, even necessary part of educating our youth.

COMMENTS FROM OTHER RHODE ISLAND DEPARTMENT DIRECTORS INVOLVED IN THE EMOTIONAL COMPETENCY STRATEGY

The Director of the Department of Health, Patricia A. Nolan, M.D., has said:

"The promotion of emotional competency in schools clearly improves the health of children, adolescents and their families. By protecting and improving the mental, emotional, and physical health of our school children and adolescents, we help them grow into healthy productive adults. Success is as much about learning good communications, trust, and teamwork as it is about academic information. Therefore, it is essential that schools, families, and communities work together to provide our children and adolescents with the tools they need to accomplish this."

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Peter McWalters, the Commissioner of the Department of Education has observed:

"Deciding what is most important for schools to emphasize seems to be under constant debate. Some want to focus on basic academic skills, while others want character education and citizenship. Still others demand teaching decision making and conflict resolution to keep students away from drug use and violent behavior, while others want increased parental and community involvement. While there are diverse perspectives on which approach schools may want to follow, there seems to be considerable agreement on what we want the results to be. We want our young people to be knowledgeable, productive, and thoughtful members of a diverse society. We want them to be competent and caring."

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Further, he states that:

"An ever increasing number of Rhode Islanders, including education, business and corporate, and community leaders, acknowledge the growing evidence that systematic, ongoing educational opportunities designed to enhance the social and emotional skills of children is essential for their full and successful cognitive and behavioral development. The challenge to do this must be met. Success will only come through the combined efforts of all seg-

ments of our society and it will not come quickly nor easily, but success is what we owe our children."

The commitment to increase the level of emotional competency in our children extends also to their families. **Jay G. Lindgren, Jr., Director of the Department of Children, Youth and Families,** has expressed the belief that advancing emotional competency is a very worthwhile endeavor. He states:

> "The two days of presentations by Dr. Mark Greenberg from Penn State University and his successful experiences with the PATHS Program in schools throughout the nation provide a helpful framework for the development of policy and practices to support positive child and family development in Rhode Island. Social and emotional competency requires a number of critical skills and attributes that promote mental health and prevent maladaptive behaviors. The Department of Children, Youth and Families is committed to promoting emotional competency through our systems of services, reflecting the belief that emotional competency can be achieved by using proven and sensitive interventions. Rhode Island's classroom settings and our service systems that support children and families must reflect this orientation.
>
> Deficient levels of social and emotional intelligence result in incalculable amounts of isolation, unhappiness, stress and conflict. Evidence indicates that emotional competence is more predictive of life successes than I.Q. Moreover, emotional competence can be learned and the earlier the better. The ability to exercise emotional self-regulation based upon self-awareness of one's emotions, competency in personal goal setting, empathy to the feelings of others and the possession of effective social skills, in particular, are major indicators of personal effectiveness. Their presence not only increases a sense of personal competence and positive self-esteem, but translates into better interactions and relationships in the family group and societal level.
>
> The Department of Children, Youth and Families looks forward, in partnership with our other departmental partners in the Children's Cabinet, not-for-profit agencies, and community leaders to increasing the emotional competence of all Rhode Islanders."

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The Department of Human Services is another agency that works with families (those in need of financial assistance) and its Director, Christine Ferguson, has also embraced increasing emotional competency as an important feature of her department's service delivery approach. She offered these comments:

"Under Rhode Island's Family Independence Program, we are providing Rhode Island citizens with the assets--both internal and external--that promote human development and foster confidence and resilience. We are moving toward a system for families at risk that honors the role of the individual, and that expects and reinforces emotional competence and personal accountability. For instance, clients are engaged with a new emphasis on strength, coached and encouraged to seize opportunities; and rewarded, rather than financially penalized, for following the rules. The Department's approach to self-sufficiency, with generous income disregards, clearly articulated work expectations, and substantial income limits for Health Care and Child Care eligibility, creates opportunities for families to support and protect themselves that are among the best in the Nation.

Emotional competence is, ultimately, one of the principal values underlying the Department's commitment to collaboration, not only with organizations and State agencies, but also with the special populations that we serve. We recognize and support a vision of healthy communities comprised of strong, healthy families--families who have the opportunity, resources, and decision-making skills to author their own circumstances, for the present and the future. Integrated early childhood services, health care, parent involvement in schools and as advisors to the Departments, are only a few of the bold new initiatives which recognize the essential respect and interdependence between service providers and their beneficiaries.

The resilience and emotional competence we seek for our citizens and ourselves requires a change in how we will do business in the future. The long-standing view of recipient families as broken, needing to be fixed, with cash and crisis intervention, is giving way to a new strengths-based model of engagement. Families have unique talents and attributes which we will support with strategically placed resources in a rational, thoughtful, integrated way. Although we are just beginning, what an exciting time to be seizing what appeared to be the limitations of Welfare Reform, and to be fashioning an approach that taps the assets of family, community, and government within a framework of mutual responsibility and support."

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LOOKING AHEAD

Other recent initiatives involving the area of emotional competency:

The Governor's Council on Mental Health is in the beginning stages of updating the state mental health plan. One of the three committees on this Council, the Prevention Committee, has identified the area of social and emotional skill-building as an important component of the state's efforts to further improve the mental health services offered to Rhode Islanders. It is anticipated that the final report to the Governor will include the recommendation that increasing the level of emotional competency (or skills that are involved in emotionally competent behavior) receive endorsement as an official objective of the state of Rhode Island.

The Department of MHRH has had an initial discussion with each of three Community Mental Health Centers concerning areas of emotional and social competency, specifically: domestic violence, early child care, and improving emotional competency in schools. Each of the three Centers would function as a Center of Excellence by providing enhanced services for one of the designated areas.

For the second year in a row, the Mental Health Advancement Resource Center (MHARC), in conjunction with the Department of Mental Health, Retardation and Hospitals, will be funding "mini-grants" ranging from $2,500 to $10,000 for fiscal year 1998-99 in order to assist nonprofit organizations in establishing, or in some cases continuing, programs that either promote mental health or target mental illness prevention. A number of these programs either focus on social/emotional competency or otherwise deal with skills and behaviors that fall under one of the competencies that comprise emotional intelligence. For 1998-99, MHARC received 57 grant proposals, with nine of them having just recently been approved for funding.

Thus, efforts to improve the level of emotional competency among our citizens are alive and well in Rhode Island; these activities continue to develop and expand as time progresses. Further projects are in the initial planning stage. These involve enhancing

social and emotional competency in such areas as the elderly population, the workplace, in relationships (particularly marriages), and in the corrections and criminal justice system.

There is a continuing and ever-deepening commitment to respond in a very proactive manner to the question asked by Daniel Goleman, the author of Emotional Intelligence: "What would it look like if a state like Rhode Island had an emotionally intelligent citizenry?" The conference with Dr. Mark Greenberg, the expressed commitment at the highest levels of state government to increase the level of emotional competency, and the activities and initiatives presently underway and planned for the future are all indications that there is a shared sense of purpose to show that Rhode Island can be an exemplar to the nation of what an emotionally intelligent citizenry looks like, and what it can accomplish.